MINISTRY OF ADVANCED EDUCATION
TRAINING AND TECHNOLOGY
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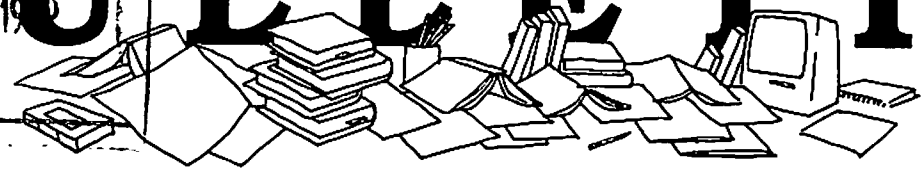
FILE

THE LITERACY MATERIALS BULLETIN



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Fall/Winter 1992

This issue of the Literacy Materials Bulletin contains reviews on a variety of materials including language experience stories from learners in B.C., human interest stories from around the world, the myths and legends of many countries, a teacher's manual on writing, a guide for setting up community and workplace literacy programs, a booklet about parenting, a tutor handbook on whole language, and much more. All the materials have been field tested in literacy programs throughout B.C. and are appropriate for adult learners working at the fundamental or beginning literacy levels. We hope these reviews will help you select materials that are engaging, relevant and useful.

Within the pages of your copy of the Literacy Materials Bulletin is a card to fill out and return to us. On the card please indicate if you would like to continue receiving the Bulletin and if the information on the address label is accurate. There is also space for comments or suggestions and we encourage you to take a minute and tell us what you think we are doing right in the Bulletin and/or what changes you would suggest. If there is not enough room on the card, feel free to write your comments on another piece of paper and send it to us. We will use this information to up-date our mailing list and plan for future Bulletins.

There have been some changes to the Literacy Materials Committee since the spring issue. Joan Acosta has stepped down after chairing the committee from its first meeting in 1989. Joan was an innovative, creative and dedicated member and largely responsible for the Bulletin you are reading today. We will all miss her. In addition, we regretfully say good-bye to Basha Rahn who has moved from the Sooke School District to northern B.C. Thank you Basha for your exceptional work over the past two years in seeking out, field testing and reviewing materials. We are also sorry to lose Sandi Lavallie of Northwest Community College. In her short time on the committee Sandi contributed a great deal. I have very much enjoyed working with and getting to know each of these talented women.

Laurie Gould, Chair

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Title:	Global Stories of People Working for Change
Authors:	June Dragman and Michael Szasz
Publisher:	CoDevelopment Canada, 1992
Available:	CoDevelopment Canada, 1654–W. 7th Ave. Vancouver, B.C. V6J 1S5, 739-8425, 739-8427(fax)
Price:	$7 each, $4 for 2-9, $3 for 10-19, $2 for 20 or more
Level:	Functional/independent
Reviewer:	Yana Sabanskis

Global Stories of People Working for Change

This is a collection of human interest stories from countries around the world such as Guatemala, Ethiopia, Eritrea, Nepal and Bolivia and focuses on various current social and economic issues such as literacy, family violence, agricultural concerns, and war's destructive nature at the human level. It provides excellent reading for students and offers instructors an opportunity to generate discussion and awareness.

A sense of universality prevails throughout this compilation, allowing readers to relate and often identify with the real life characters. It all serves to bring an awareness that none of us are alone in our situations and experiences. The narrative quality of the writings gives a feeling of immediacy that the students seem to respond to.

The story, "Workers Making Connections", contains an article about mining and the lives of miners. One could easily connect this with the recent West Ray mining disaster on the east coast of Canada.

The informative nature of the articles, together with the simplicity of language, is valuable in promoting awareness of the politics and economics of individual nations and of their relationship with industrial countries such as Canada and the U.S. No sides are taken, allowing the readers to comprehend the facts and come to their own conclusions.

Global Stories provides a range of topics for class work, and at the same time affords flexibility to the teacher in so far as audience is concerned. Sensibilities of certain cultural/demographic groups could be frayed if a particularly sensitive topic is opened for discussion. However, proper presentation and treatment of the subject could turn something potentially threatening into something educational and thought-provoking. For example, "Ana's Story", a real-life account of wife abuse is presented in a sensitive, credible way generating discussion in which most students are willing to voice an opinion.

The exercises at the back of the book are quite useful, providing a guide and suggestions for the instructor. They are taken theme by theme and include all aspects of classroom activity such as discussion, pre-reading, post-reading, writing and vocabulary exercises. Permission is granted to photocopy material for non-commercial classroom use.

Sample Page

GUATEMALA :

Who is the Food for?

Miguel and Rosa live in the mountains of northern Guatemala. They are Mayan Indians and speak very little Spanish.

The couple has five children. They own a small plot of land, but they can't make enough money to feed their family. So every year Miguel, Rosa and the children have to move south to work on a large farm called a *finca*.

The land in the south is good for farming. Most of this land belongs to a few rich landowners. They grow coffee, sugar cane and cotton. These are called "cash crops" because the landowners sell the crops for money. The landowners also raise cows on the land. Most of the cash crops and beef are shipped out of Guatemala. They are sold to other countries such as the United States and Canada.

Miguel and Rosa each make about $1.00 a day on the finca. Their children work too, but they do not get any money. The landowners do not want to pay the workers more.

Children work

to help their parents.

Title:	Let Them Write Volume 1
Authors:	Arlene Marks/Bette Walker
Publisher	Summit Educational Services
Available:	P.O. Box 149, Richmond Hill, Ontario L4C 4X9
Price:	$ 99.95 for 5 book set (includes binder for reproducibles) $ 24.95 for each individual book $ 5.75 for ***Getting Students To Write***
Level:	Functional/independent
ISBN:	1-895187-17-6
Reviewer:	Paula Davies

Let Them Write Volume 1

Let Them Write Volume 1, written by two experienced, Canadian language arts teachers, is a set of five teacher's manuals: Descriptive Writing, Characterization, Setting, Plotbuilding and Enrichment. Each manual contains an introductory section, comprehensive lessons, reproducibles (perforated for easy removal) and suggested further activities.

The manuals were written for use with junior and intermediate public school students in order to get them to write prose fiction. Because of this intended audience, they do not always seem totally appropriate for adults. They deal exclusively with expressive writing and as such, the transactional writing needs of adult literacy students are not addressed.

The approach in the manuals assumes a regular classroom setting, with constant classes and much time. This is not always the structure of adult literacy classes thus limiting the usefulness of the approach.

During field testing, however, instructors felt that activities could easily be adapted to more appropriately reflect adult content and needs. As well, it was felt that specific sections or certain activities could be pulled from the manuals and used effectively with adult students.

A clear strength of the *Let The Write* program, identified by all the reviewers, is the emphasis on the writing process. The repeated movement through the various steps of the writing process was seen to be done in a stimulating, creative and motivating way.

While these manuals were not seen to be directly transferrable to many adult literacy settings, they were seen as excellent resources for teachers or tutors who would like specific lesson plans to help them implement a writing process approach. The authors' vast, hands-on classroom experience is obvious in these useful manuals.

Getting Students To Write

This 24 page booklet which accompanies the five book set, or sells separately overviews the creation of a writer friendly classroom and would be a welcome addition to any literacy instructor's library.

Sample Page

SKILL 5

BUILDING A CHARACTER'S PHYSICAL DIMENSION

LESSON PLAN

PURPOSE: The teacher explains that an author makes a character *real* for the reader by having that character take up physical space -- i.e., having the character leave items behind, live in a place and own things that demonstrate his/her interests, talents, origins, and so on. The physical dimension of a character is a facet that will impact on the SETTING of the story.

STEP 1: The teacher discusses how people have an impact on their surroundings. The class can brainstorm to figure out how a mother would know:

1) from looking in her kitchen, that her children have eaten breakfast;
2) from looking in her teenage daughter's bedroom, that she has an important date that night;
3) from looking in the family room, that her son loves music.

STEP 2: The teacher divides the class into 6 groups and gives one of the room pictures to each group. Students list on chart paper the items in the room that tell what type of person owns it. At the top of the chart paper, they also briefly describe the type of person that the group feels lives in the room.

STEP 3: These pictures and lists are displayed around the room and each group presents its findings and conclusion to the rest of the class.

STEP 4: Each group then selects a character and a room from the two lists on the blackboard. (see CONCRETE MATERIALS) Students make a list of all appropriate objects that might be found in this person's room and where in the room they might be found.

STEP 5: Together, each group writes a descriptive paragraph (on regular lined paper) about the room without mentioning the owner.

STEP 6: Each group selects a reader to present their paragraph to the rest of the class, who then try to guess which person from the list owns the room.

Title:	As A Child Grows
Author:	Rosanne Keller
Publisher:	New Reader's Press, revised 1989
Available:	Artel Educational Resources, 5528 Kingsway, Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price:	$4.25
Level:	Functional
ISBN	0-88336-511-1
Reviewer:	Sylvia Doherty

As A Child Grows

As a Child Grows is a beautiful little book that approaches parenting from the perspective of the child's needs. It is simply written and therefore suitable for beginning readers. However, its wealth of wisdom, practical information and tips ensure that more advanced readers will also find it interesting and valuable.

> "This book . . . is about the needs of children. It is about who little children are. It is about what they can do. But mostly this book is about love."

Its appealing format and poetic style of text make it very attractive. The creative lay-out features bold lettering, headings, varied line lengths and expressive illustrations on nearly every page.

The second half of the book guides the reader through the early stages of a child's life, from newborn to five years of age, using first person singular, the child's perspective. You are told what the child can do, what she needs and likes and what you can do with and for her at each developmental stage.

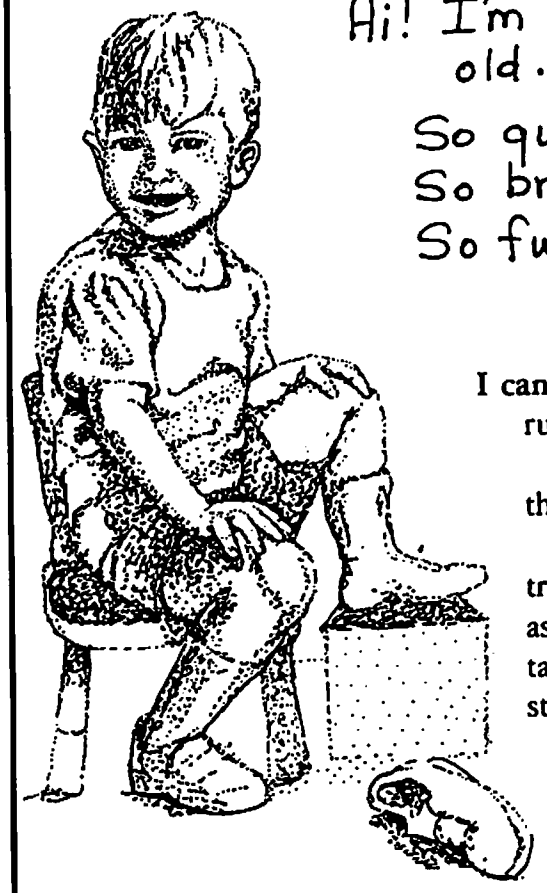
In a non-preachy and positive tone, *As a Child Grows* introduces parents to what, for them, may be a new way of relating to children. It encourages them to see their children as real people. One of my students who liked the book and said it was an eye-opener for her told me, *"I never thought about raising kids that way before. I just did it the way my parents did."* This book offers the seeds of an alternative.

But this book is just an introduction to the topic and begs to have follow-up theme units and discussions on a whole range of related topics (i.e. self-esteem and its development, children, childhood, parenting, etc.)

It is a sensitively written and inspiring book which reminds you gently of the precious and unique "life in your hands" and of the responsibility you have to help the child " become what he was meant to be," or to "give the child wings."

As a Child Grows is the second in a set by Rosanne Keller. The first one, *When a Baby is New*, was not field tested for this bulletin.

Sample Page



Hi! I'm a 2-year-old...

So quick,
So bright,
So full of
"NO!"

I can
run, jump, climb—
and fall a lot
throw things, sometimes
my toys
try to dress myself
ask questions
talk in short sentences
start to go potty.

Sometimes you can't understand what I say.
I cry.
Sometimes I don't understand what you say.
You cry!
Sometimes you feel like wringing my neck!
But remember, I'm still pretty little.

I need
to be told I am good
to be told you are proud of me
to play, play, play—indoors and outdoors
to be held and loved when I'm hurt or scared
to know what I may and may not do
to have help when I'm angry.

I like
to run, climb, jump, and fall
to draw with a pencil
to be read to, the same books over and over
to play in water
to play outdoors—I may wander off, though!
to dig with a shovel
to ride on big toys
to tell you things.

You can
play with me, chase me, play hide and seek
read to me, and sing with me
let me "wash dishes" in soapy water
ask me questions, "What's this? What's that?"
answer my questions
give me boxes to get into.

Never leave me alone.

Title:	An Inside Approach: Organizing Integrated Learning Opportunities
Author:	Christine Camilleri et al
Publisher:	Frontier College, 1990
Available:	Frontier College Press, 35 Jackes Avenue, Toronto, Ontario M4T 1E2
Price:	$17.00
ISBN:	0-921031-09-2:
Reviewer:	Basha Rahn

An Inside Approach:

Organizing Integrated Learning Opportunities

This guidebook is the product of a venture called Partners in Learning, formed by Frontier College and Bell Canada, whose ". . . aim is to provide educational materials to individuals interested in adding literacy services to their organization or community resources."

In the first part of eight chapters, the guide gives background information on literacy statistics in Canada, profiles of adult learners including some misconceptions, and the rationale for integrating learning into existing opportunities.

The second section focuses on more practical aspects of planning and organizing initiatives, recruitment and support of learners and volunteers, training volunteers and measuring progress and success of the individual as well as the program. The comprehensive references list at the end of the guide is an excellent resource.

Stating that the guide is not meant specifically for experienced practitioners, the authors explore what is meant by an integrated approach and options include tutoring, peer tutoring, learning with computers, family involvement and learning through oral stories. Perhaps one of the more important points in this guide and illustrated more than a few times is that for many people, participating in a literacy program is ". . a low priority among many other goals and responsibilities . . . this initiative is only a small part of their lives." However literacy and learning play a major role in these goals and responsibilities.

"We already know a great deal about reading and writing, and perhaps about how to teach reading and writing. We need to know more about people."

This guide bases its approach on volunteers and use of volunteers in the different approaches to learning is assumed. Tutors have a role as facilitating learning between equals and nourishing existing abilities. The authors believe having volunteers and learners take ownership and share responsibility for the project will mean the difference between mediocrity and success. There is a detailed chapter on developing and implementing workshops for volunteers.

I believe this guide would be a useful tool for any group hoping to have a literacy project in their community organization, non profit or workplace. It illustrates the sensitivity and commitment needed to make a program a success.

DEVELOPING AND IMPLEMENTING WORKSHOPS FOR VOLUNTEERS

RUNNING A WORKSHOP

There will come a time, after you have identified a need within your service, put staff in place, and recruited volunteers, when you will be faced with the prospect of leading a workshop. More than likely, the majority of your volunteers will never have worked with adult learners before and are going to look to you to provide them with background and confidence.

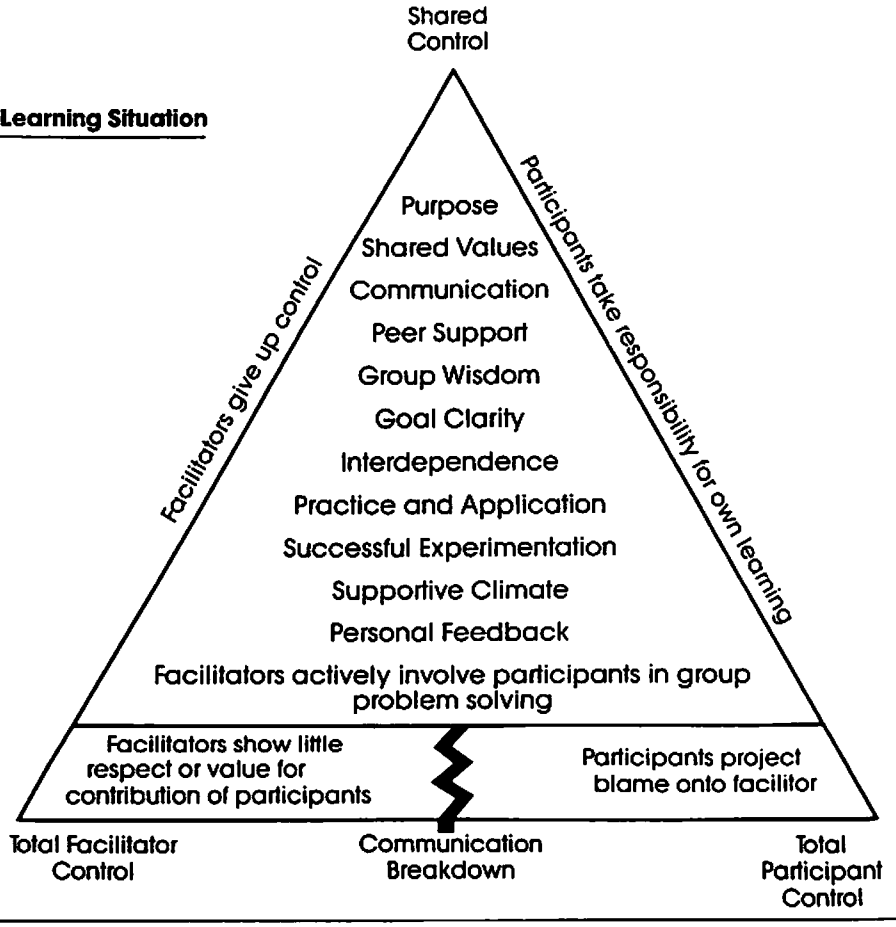
Even if your own teaching experiences are few at best, as long as you feel enthusiastic and dedicated to the program, and are willing to learn yourself, you can consider yourself well equipped to run a workshop.

The Workshop Format

As the organizer of an integrated learning initiative, you will find that the workshops serve a larger purpose than just teaching volunteers how to instigate your program. Workshops will also help you, the organizer. After a while you might find that the personal satisfaction that comes from seeing people learn to read, write their first story, or balance a chequebook will begin to wane and will need to be reinforced. Workshops are the best format for creating a forum for reflection, mutual exploration, and personal growth.

While there are definite advantages to the traditional approach to teaching (i.e. the teacher stands in front of the class and lectures students, who must raise their hand or await their turn if they have something to say), the approach is rarely appropriate with adult participants. The traditional approach to teaching is designed so as to issue full control to the teacher. Adult educators and workshop facilitators should be thinking about control also, that is, how to relinquish it.

Creating an Optimum Group Learning Situation



Title:	Proverbs Say It Best
Author:	Mary Johnson
Publisher:	Clarity Books, 1987
Available:	International Centre of Winnipeg, 406 Edmonton Street, Winnipeg, Manitoba R3B 2M2
Price:	$ 2.95
ISBN	0-919589-12-x
Level:	Basic/functional
Reviewer:	Maureen Stephens

Proverbs Say It Best

Proverbs Say It Best is a booklet designed to introduce forty common English proverbs to students. There is a table of contents that lists and dates the proverbs. An additional twenty-five proverbs are listed at the back of the booklet.

Do not be deceived by the rather dull look of this booklet. You can have fun with it. I used it in a literacy classroom with tremendous success. The layout of the booklet is quite simple. A proverb appears at the top of each page in bold face print. This proverb was written on the board. The class would then discuss what we thought the proverb meant.

The booklet has a sample paragraph illustrating the meaning of the proverb in a modern day situation. This is read orally by a student and further discussion takes place to make sure we all have a clear meaning of the proverb.

A close exercise follows this and provides enough of a framework for inexperienced writers to construct a story of their own. This seemed to be the favorite exercise for the class. We would share our stories orally and some of the examples were most creative. Weaker oral readers felt success because much of the vocabulary was repetitive.

Here is an example of one student's responses to the sample shown on the next page.

ROME WASN'T BUILT IN A DAY

"I've been studying *women* for *years.* I don't think I will ever *understand them.*" my friend told me.

"You'll get there," I replied "You can't expect to *be a Romeo* in *only a few years.* Rome wasn't *built in a day* you know."

This booklet is inexpensive and will generate some interesting discussion in your classroom. If you use it like a workbook it will be boring. Fun comes with the sharing of ideas.

Sample Page

ROME WASN'T BUILT IN A DAY

"I'm getting so fed up," Gail told me. "I've been trying to learn French for over a year and I still can't speak it well. I think I should quit."

"Don't give up," I said. "It takes time. Remember, 'Rome wasn't built in a day.'"

WRITE YOUR OWN STORY:

"I've been studying _____ for _____. I don't think I will ever _____,"
my friend told me.

"You'll get there," I replied. "You can't expect to _____ in _____. Rome wasn't _____you know!"

IT TAKES A LONG TIME TO ACHIEVE SOMETHING OF LASTING VALUE

Book Title:	World Myths and Legends
Author:	Joanne Suter
Publisher:	Fearon/Janus, 1992
Available:	Prentice Hall Canada Inc., P.O. Box 9549, Station A, Toronto, Canada M5W 2K3, 1-800-567-3800
Price:	$9.17 each , $60.03 complete set
ISBN	0-8224-4637-5
Level:	Functional
Reviewer:	Lorraine Fox

World Myths and Legends

World Myths and Legends is an attractive series of six books. Titles in the series are:

- Greek and Roman
- Ancient Middle Eastern
- Norse
- African
- Far Eastern
- Celtic
- Native American
- Regional American

Instructors who field tested the books said the stories encouraged meaningful discussion. Students found the stories to be interesting and thought-provoking. One student commented that,

"I think everyone has different beliefs about what happened in history, and they will start to think different about it because of what the book has said."

The stories seem to work best when used in a group, "*. . . because if a person didn't understand, someone might and that person could explain it.* "

At the Native Tutoring Centre we used each story to write our own legends according to our tribal groups and compared them to the Celtic legends. The students enjoyed this exercise very much. In addition we used the pronunciation guide at the end of the book. This generated lively discussion and many laughs. Laughter is good medicine. I told the students that this was one of the books in a series and they expressed interest in having the entire series.

Students had some difficulty with the pronunciation of names but were still usually able to read and understand the stories.

"I find the book very easy reading and the long, hard to pronounce names of the Egyptian gods demonstrate nicely that one can just skip over them and still get the meaning of the story."

Some students were able to read the stories but found them hard to understand, perhaps because they were not concrete enough. Others said they prefer true stories.

Instructors said the stories were a good length and the questions at the end of each story could be easily expanded to focus on a particular reading skill.

The God of the Kitchen

The God of the Kitchen was one of the most popular gods. Often a family had a picture or figure of this friendly god above the hearth. At the end of each year, he was supposed to report to heaven on the family. At this time, the family might cover the mouth of the figure with honey. This was done so that he would say only sweet things about the family.

The God of the Kitchen was also believed to have the power to bring riches.

Once there was a very poor mason. He built brick walls and brick chimneys, but he never made much money. It was, unfortunately, his fate to remain poor.

The mason saw that he was too poor to take care of his wife. "You will be better off without me!" he insisted. They separated, and, in time, she married another man.

Years later, the mason was hired to work for the very man who had married his former wife. When the woman saw the mason working in her yard, she knew right away who he was. She had often thought of her first husband. In fact she still cared very deeply for him.

But the woman would not call out to the mason. "I mustn't embarrass him," she thought. "He might feel badly about my being wealthy now, while he is still poor. But I must do something for him!"

So she baked some sesame cakes, and in each one she hid a piece of money. When the mason was finished with his work, she sent the cakes out to him. She sent no note mentioning the money.

Alas! The mason was not fated to have wealth. On his way home he stopped by a teahouse. There another man saw the basket of cakes. "Those cakes look delicious," he said.

"You're welcome to try one," the mason said. He handed the stranger a cake. The stranger walked to the other side of the teahouse and sat down. Before he had eaten half the cake, he found the money baked inside it.

The man went up to the mason again. "The cake was indeed tasty," he said. "Might you be willing to sell me the rest of them?"

And so, for a very small sum, the mason sold every cake. He thought that

Title/Author:	Now I Have Time by Fujiye Kamikura, All My Life by Donna Buthuru, I Remember by Loong Wong A New Life In Canada by Au et al
Publisher:	Vancouver Community College
Available:	King Edward Campus Bookstore, 1155 East Broadway, Vancouver B.C., V5T 1Y8, (604) 871-7333
Price:	$3.50 each
Level:	Basic/functional
Reviewer:	Loraine Wong

This series of four books was a 1982 project between Vancouver Community College and the Ministry of Education. The stories were written by students who studied at King Edward Campus or KEC Learning Centres located in Public Libraries and are the result of one-to-one tutoring sessions. All four are good examples of language experience stories, and are natural and easy to understand. All are set up in the same manner: good sized print with lots of white space and photographs or drawings used as illustrations. Although the books may appear to be more concerned with English as a Second Language classes, feedback from students, instructors and tutors in a variety of programs was positive.

I Remember is a collection of stories recalling the author's life in Canton, China. Tutor Chris Fortune, Sooke S.D. #62 wrote, "*As one would expect, the stories are very simple and told in a straightforward manner. This material has been used with Asian ESL students at a basic level and was particularly useful in getting the students to talk about similar family experiences. While reading many more of such stories would soon become boring, especially to non-Asian learners unable to relate to the cultural environment, the great value in this book is the stimulus it can provide for students to write their own personal stories. This book is a fine example of a community literacy and cultural awareness project.*"

Now I Have Time tells the story of Fujiye Kamikura's life in Japan and Canada, and explores cultural differences and the problems immigrants still face today in adjusting to a new way of life. Fujiye recalls the many experiences and tragedies in her life, and how she never had the time, until later, to learn English. The book is an excellent starting point for a discussion of the Japanese internment, racism and discrimination.

In *All My Life* Donna Buthuru recounts a life of hard work in Canada and Fiji. Her experiences with an unfaithful husband and a bad investment with a son-in-law sparked discussions about legal and marital problems, and where to go for help. Even though Donna had many difficulties, students enjoyed the optimistic tone of the story and could see how she felt her life was better now.

A New Life in Canada is a series of stories about the lives, families and experiences of seven students. While this book was not field tested in literacy classes for this Bulletin, the themes of education, family values, honesty and self-esteem touched on in these stories would be valuable discussion and writing topics in any class.

Sample Page

NOW I HAVE TIME

Four years ago, my husband died.
It was very hard for me.
He did everything.

I couldn't talk
and I couldn't write English,
so I took everything to my daughter.
That was no good.
At that time I wanted to learn En

Last year
I read in the Japanese Newspape
about the Learning Centre.

I said to my daughter,
"You phone Hastings Library, rig
She was mad. She said,
"Mama, you want to learn Englis
you go there yourself."

ALL MY LIFE...

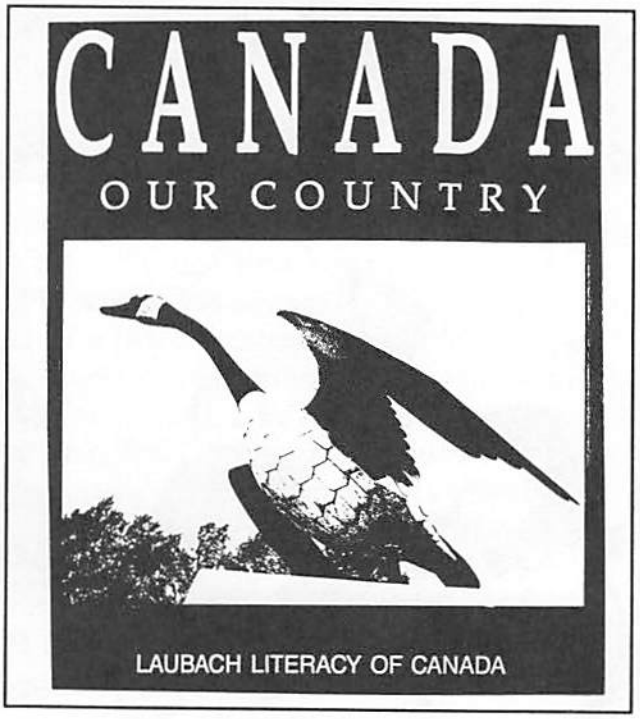
I start at 8:00.
I cook the breakfast.

Then I serve it.

Title:	Canada Our Country
Editor:	Gladys Neale
Publisher:	Laubach Literacy of Canada, 1991
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price:	$12.50
ISBN	0-920877-05-2
Level:	Functional/independent
Reviewer:	Yana Sabanskis

Canada, Our Country

This book treats the reader, a Canadian, as a tourist visiting the different provinces. Each province is presented with attractive photographs along with interesting facts such as the provincial flower and Coat of Arms, natural resources, politics, education and entertainment. This information is presented in short, concise easily understood sentences.



Some comments from students were:

"It was written clearly and simply . . . for me there weren't many new words so I could enjoy just reading and learning."

"In just a few pages I learned about culture, history and natural resources of Canada."

"The photos were fantastic! What a beautiful country!"

Some students said the pictures were lovely but the reading level was too easy and the writing was a bit boring. One instructor was disappointed that the cultural history of the native populations was excluded, and suggested also that the book might have included some historical highlights such as people or events that changed the country; i.e. Riel or Laura Secord.

Considering there are so few books on Canada available for readers at this level, *Canada, Our Country* is a welcome introduction for learners in Canadian studies.

The Happy Province

Newfoundland is an island. The Atlantic Ocean is on three sides, on the north, on the east, and on the south. On the west side, it is separated from Labrador by the Strait of Belle Isle. The strait is only sixteen kilometres wide. A car ferry connects Labrador with Newfoundland. Labrador is part of Newfoundland. It is almost entirely north of Newfoundland. Newfoundland is the largest Atlantic province.

Newfoundland is the nearest part of North America to Europe. Its capital city is St. John's. St. John's is farther south than most of the cities in the four western provinces.

Newfoundland is Britain's oldest colony. It is Canada's youngest province. It became Canada's tenth province in 1949. Joey Smallwood was the first Premier of the new province.

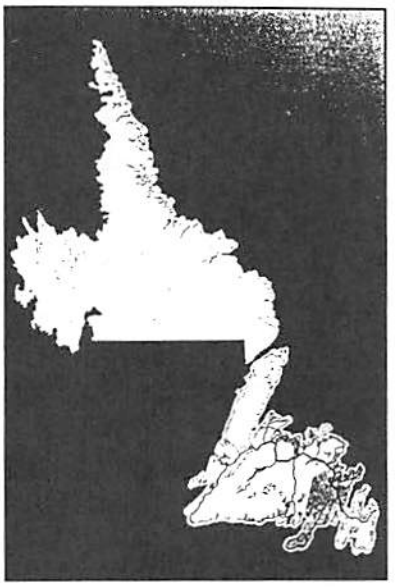
DISCOVERY AND EARLY SETTLEMENTS

The earliest settlers were the Norsemen who lived in Newfoundland for a short time. This was around 1000 A.D. Remains of this first settlement can be seen at Anse aux Meadows. This is the first known Norse site in North America. It is at the northern tip of the province.

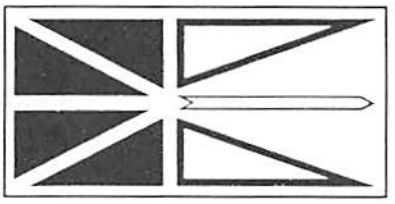
For five hundred years, men from Europe have fished the Grand Banks. There the fish was plentiful. Now, because of over-fishing, fishermen can catch only a certain number every year. The Grand Banks stretch from Newfoundland to Cape Cod in the United States.

In 1497, John Cabot landed in Newfoundland. He had come from England. He had been looking for a way to China. He returned to England. He told the King about the great number of fish in the ocean around the land he had discovered. English fishermen then began to sail to the seas near Newfoundland.

During the 1500s, English fishermen left some of their crews to winter in Newfoundland. From 1610 to the present time, there have always been English settlements.



Newfoundland and Labrador



Newfoundland's Flag

The Provincial Coat of Arms

Newfoundland's flower, the Pitcher Plant

Title:	The Blind Craftsman
Author:	Clare Singleton
Publisher:	Clare Singleton, 1991
Available:	168 Beech Avenue, Duncan B.C., V9L 3J2
Price:	$5.00 (reduced rate for 10 or more)
Level:	Basic/functional
Reviewer:	Paula Davies

The Blind Craftsman

This lovely little booklet was reviewed well by the instructor, tutor and student field testers. It focuses on the life of Alan Browning, a gifted wood craftsman who is also blind. Here is what some student's had to say:

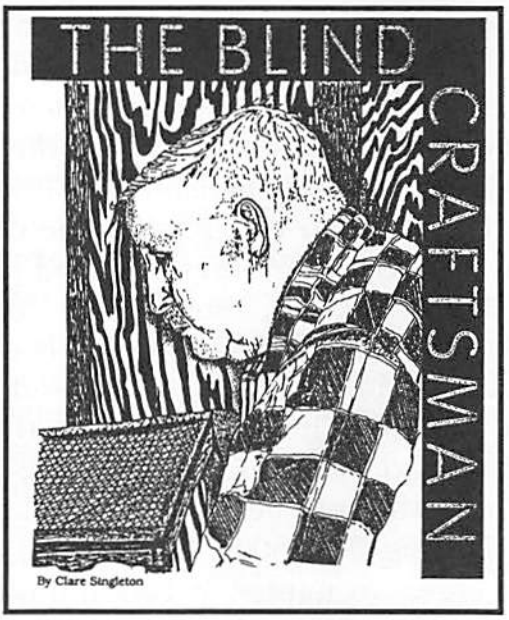
"This book gives you an idea of what a blind person can do."

"He is part of the community. He offers a service. He's not just sitting waiting for life to go by. "

"I can't do the things he can do even with my eyesight. "

Alan has been working in Victoria for over fifty years. In this book we follow him through a day in his workshop. The quiet, gentle tone of the book sets it apart from many other adult literacy level materials that are often harsh and stark in their chronicling of students' lives.

The use of repetition in vocabulary makes the book easily read by basic level students. The content and issues raised in the book, however, allow for meaningful discussion and critical thinking on such issues as handicaps, talents and the will to do.



After forty years of guiding himself down the basement stairs to his workshop Alan decided to bring his work upstairs.

He worked every day of the year, rain or shine.

There was always an array of tools on the end table ready for use.

A sprinkling of cigarette ashes was all about. Alan loved to take out his gold cigarette case and light up a smoke. Often after dinner he would stand in the kitchen doorway rolling the smoke carefully around in his teeth while the dishes were done.

Then Alan would work on a chair for a while. He would weave the cane back and forth across the chair. The older chairs usually took a finer cane.

Title:	Five Dog Night
Author:	Rosanne Keller
Publisher:	New Reader's Press, 1979
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price:	$3.95
Level:	Basic/functional
Reviewer:	Maureen Stephens

★★ Five Dog Night ★★

This is a charming collection of three short stories rounded off by a poem. The three stories are all linked by airplanes, humor and the north. The title story, "Five Dog Night", seems to be a favorite of most readers. It is a story of survival set in the Yukon and to quote tutor Chris Fortune, "guaranteed to bring a smile to any reader's face."

The second story titled, "Bear Hug in the Sky," introduces us to elderly Mrs. Green who saves her fellow passenger by using the Heimlich manoeuver.

"See You in Valdez," the third story deals with a father and son relationship. Learner Pauline Row enjoyed this book because she, "learned something from every story."

The sentences are simple but effective. The print is large and the author's illustrations that appear on each page add a certain charm. New adult readers responded favourably to this book.

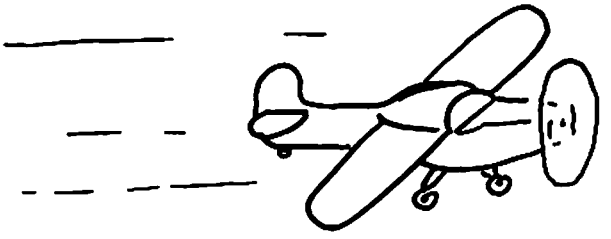
"Five Dog Night and Other Tales," is a supplement to the Laubach Way to Reading series but it is quite entertaining on its own. At the back of the book are lists of new words that appear in each story. Some new readers found this a positive feature.

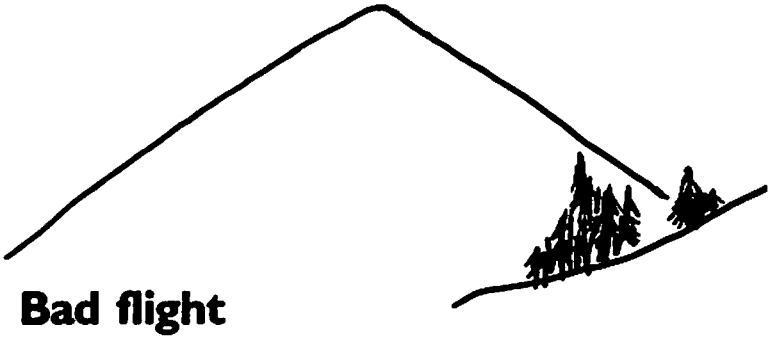
"Guaranteed to bring a smile to any reader's face."

Copyright on *Five Dog Night and Other Stories* was claimed only until September 1984, and all portions of this work are now in the public domain.

Special thanks for help on this review to tutor Chris Fortune from Sooke and student Pauline Rowe from Kelowna.

★★★★ GOLDEN OLDIE ★★★★





Bad flight

Fifty below is cold. Cold! And so dark! Many a story tells wild things that go on in the cold and the dark of 50 below.

Like a five dog night.

One time I was flying a teacher over to the Yukon River. He was just up from the 48 states.

We got off at 10 o'clock just after the first light. Man, was it cold! At 11 o'clock things turned bad.

The plane dropped like a rock. The trees came up to meet us like shots. I had to find a clear place. I saw a river bed and quickly circled in.

Title:	Making It Meaningful: A Whole Language Guide for Literacy Tutors
Author:	Marilyn Caplan
Publisher:	Laubach Literacy of Canada, 1989
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price:	$3.25
ISBN	0-920877-32-X
Reviewer:	Paula Davies

Making It Meaningful

This compact little book provides an introductory exposure to whole language for literacy tutors and tutor trainers. While it does not offer a particularly detailed or academic discussion on the philosophic and research base of whole language, it does present literacy strategies and raise literacy issues from a holistic point of view. Under the direction of a literacy co-ordinator, this succinct (51 pages) spiral bound manual could form the basis of an entire tutor training session or be used as a springboard for discussion.

For those literacy workers interested in seriously examining a whole language teaching philosophy with adults, this book is not adequate. However, for its intended audience, volunteer tutors, and its intended purpose, an introduction to whole language, it is a valuable, inexpensive, easily read resource.

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The Bulletin's Board

The Westcoast Reader: Everyone is talking about AIDS

There are still some single copies of *The Westcoast Reader's* special issue on AIDS available. To order, write to the editor:

Joan Acosta
The Westcoast Reader
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Circulating Materials:

The materials reviewed in this Bulletin are available on a loan basis for a period of a month. If you wish to borrow any of them, please contact:

Literacy B.C.
Suite 1128, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel/Fax: 687-5077

Permanent Collection:

A complete and permanent set of materials from all six *Literacy Materials Bulletins* is available for viewing at:

Adult Literacy Contact Centre
Suite 622, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 684-0624 (Lower Mainland) 1-800-663-1293

Mailing List:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies of the Bulletin, please contact the Adult Literacy Contact Centre.

Reader Recommendations:

The Literacy Materials Committee wants to hear about your favorite literacy materials – books, pamphlets, videos, movies, tapes, software, posters, flashcards, games, etc.. Please fill out the form on the back of this page and mail to the address indicated.

RECOMMENDED LITERACY MATERIALS REVIEW FORM

Title _____

Author _____

Publisher _____ **Copyright Date** _____

Level (please circle)

Basic (0-3)** ****Functional (4-6)** ** Independent (7-9)**

Please comment briefly on each of these. Feel free to include more information on an additional sheet.

1. Adult oriented? _____
2. Interesting to learners? _____
3. Appropriate to the reading level of learners? _____
4. Successful with learners? _____

   _____
5. Encourages meaningful discussion and critical thinking? _____

   _____
6. Easy to use? _____
7. Free of bias for age, sex, and race? _____
8. Up-to-date? _____
9. Canadian content? _____

Send the completed form to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8

Recommended by:

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(name)

_____
(address)

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